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ABSTRACT

The State of Alaska Department of Education, through management consultants, conducted a study in eight selected school districts to ascertain the following: (1) effectiveness of vocational education programs offered at the secondary level, (2) adequacy of special education services provided to exceptional children at all levels, and (3) comparative analysis of state fiscal impact in the areas of vocational and special education. Program information was obtained through interviews with school personnel. For the years 1970-71 and 1971-72, enrollment analysis, cost analysis, and revenue analysis were performed for vocational education and special education programs in each district. On the basis of the accumulated data, certain general findings and recommendations were formulated. Two of the eight major findings in vocational education revealed the following: program administrators appear to disagree philosophically with the basic purpose of vocational education, and the Foundation Support formula favors small school districts with small school enrollments and discriminates against medium and large school districts that enroll over fifty full time equivalent students. The special education portion of the study found a wide discrepancy in state services to exceptional children. Geographic isolation, peculiar makeup of student populations, lack of trained teaching staff, and lack of ancillary support services contribute to these discrepancies. (CSS)

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VOCATIONAL AND SPECIAL EDUCATION

Program Review

A study conducted on behalf of the State of Alaska Department of Education —
Dr. Marshall Lind, Commissioner

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MANAGEMENT CONSULTANTS

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MANAGEMENT CONSULTANTS

921 WEST SIXTH AVENUE, ANCHORAGE, ALASKA 99501
TELEPHONE 279-8014

March 24, 1972

Dr. Marshall Lind, Commissioner
Department of Education
Alaska State Office Building
Juneau, Alaska 99801

Dear Dr. Lind:

It is a pleasure to submit for your consideration a report outlining the findings of a study which we conducted at your request in the areas of Vocational and Special Education in selected school districts throughout the State of Alaska.

We feel that the information generated through this study will be of assistance to you and your staff in formulating specific plans in these areas, and we are pleased to have been retained to provide this support.

We are available to render whatever additional assistance you may require.

Very truly yours,

MARTINI & ASSOCIATES, LTD.

Mario F. Martini
President

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VOCATIONAL AND SPECIAL EDUCATION

Program Review

I - STATEMENT OF PURPOSE

In the recent past, a concept extensively accepted in many facets of the economic spectrum has added a new dimension to the educational structure. The concept is accountability, and the dimension that it has introduced is an awareness, on the part of legislators, educators and the general public, that education, as a viable process, must prove its worth in order to share in the allocation of resources available at the federal, state, and local levels. Due to the lack of applicable information, however, it becomes difficult to establish a basis upon which an objective determination regarding the worth of an educational program can be made. In order to partially alleviate this problem, the State of Alaska Department of Education retained the firm of Martini & Associates, Ltd., Management Consultants to conduct a study aimed at ascertaining the following:

(1) Effectiveness of Vocational Education programs offered at the secondary level in selected school districts throughout the State.

(2) Adequacy of Special Education services provided to exceptional children at all levels within selected school districts throughout the State.

(3) Comparative analysis of State fiscal impact in the areas of Vocational and Special Education in selected districts of varying sizes.

This report presents the findings of this study and, where warranted, offers recommendations aimed at correcting or improving existing conditions.

II - DESCRIPTION OF METHODOLOGY

The eight districts selected for inclusion in the study were chosen as being representative of all school districts within the State. In order to provide adequate comparative data between school districts of similar size and among school districts of varying sizes, the sample chosen included three small school districts, three medium sized districts and two large school districts. The districts selected for review included the following:

Haines	Kodiak	Anchorage
Hoonah	Ketchikan	Fairbanks
Petersburg	Juneau	

Program information was obtained through extensive interviews with Superintendents, Principals, Program Directors and classroom teachers. Fiscal and statistical data for F.Y. 1970-71 was extracted from certified audit reports, year-end financial statements, documents of original entry and, where necessary, from subsidiary and general ledgers. In all instances, an effort was made to reconcile data obtained from internal sources with the annual audit report prepared and submitted by Certified

Public Accounting firms who had reviewed the fiscal transactions for the 1970-71 fiscal year. Enrollment statistics were reconciled against the final Foundation Support report submitted to and verified by the State Department of Education. Class sizes and class length were verified on a random basis against attendance registers and grade books.

For F.Y. 1971-72, financial data was primarily obtained through quarterly and semi-annual financial reports prepared at the school district level. Where necessary, requisition forms, purchase orders and vendors' invoices were reviewed to determine the applicability of the information obtained from financial reports. Enrollment statistics were again compared against the revised Foundation Support report issued by the Department of Education. For F.Y. 1970-71, enrollment and financial information were established as of the end of the school year. Cut-off date for F.Y. 1971-72 was established at 12/31/71. In some instances, expenditure reports include information through the month of January, 1972; in these instances, revenues were included to match expenditure periods in order to insure consistency in the determination of percentage of support. Distribution of overhead and indirect costs for both years were made on the basis of a percentage derived through the relationship of Vocational and/or Special Education contact hours to total contact hours. In order to determine total contact hours it was assumed that elementary pupils would attend classes on an average of five hours per day for 180 days and secondary students would attend classes on an average of six hours per day for 180 days per annum. This assumption was tested against class schedules in four of the eight participating districts and it was found to be valid.

It should be noted that in view of the different accounting systems encountered in the course of the study, the financial information developed for F.Y. 1971-72 does not offer the same degree of reliability as that obtained for F.Y. 1970-71. The thrust of the comparative analysis was based on fiscal data which had been reviewed and audited. However, in order to determine if trends of any kind did exist either within or among school districts, it was decided to include fiscal data for F.Y. 1971-72, knowing beforehand that such information would have marginal value at this point.

III - ACKNOWLEDGEMENT

At this time we would like to express our sincere appreciation for the extremely positive attitude shown by all of those with whom we came in contact during the course of this study. Their help and cooperation are hereby gratefully acknowledged.

Vocational Education

Program Review

MARTINI & ASSOCIATES, LTD.
MANAGEMENT CONSULTANTS

VOCATIONAL EDUCATION

Program Review

I - GENERAL STATEMENT

> "The Vocational Education Act of 1963 was one indication of a new stage in U. S. economic and social life. It was part of a growing recognition that the primary source of income and wealth in the world's most advanced and complex economy was no longer the ownership of real property as it had been in the Nation's first century, or native wit and brawn as it was through most of the second. In the few years since the Second World War, a profound change had taken place, making formally developed individual talents and skills an almost indispensable requirement for successful participation in the labor market."(1)

Nationally, Vocational Education is continuing to generate a substantial amount of concern among those who are either direct or indirectly involved with the educational process. In its July 1971 report, the National Advisory Council on Vocational Education urges educators, legislators, and policy makers at all levels to recognize the value of a fully developed and adequately funded Vocational Education program, and pleads for their support and participation.

At the State level the Sixth State Legislature, recognizing that a substantial share of the social and economic problems encountered within the State arise from the high unemployment rate experienced in Alaska, lent its support to Vocational Education at the secondary level by funding

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(1) Advisory Council on Vocational Education, "The Bridge between Man and His Work", U. S. Dept. of Health, Education and Welfare, 1968, p. 3.

its efforts at parity with general instructional programs within the general framework of the State Foundation Act.

During the course of this study, the question raised was not: "Are vocational programs effective?", for any well-meant effort is bound to yield some results, but rather "How effective are vocational efforts at the secondary level within the State, and what are the contributing factors which hamper the growth and the viability of these programs?"

It was apparent from the very outset of this study that the present State job market situation offers a definite paradox. According to national statistics, the State of Alaska, in the age bracket 18 years old to 24 years old, suffers the highest unemployment rate in the nation. By the same token, statistics developed at the State level indicate that employment opportunities in a number of occupational categories requiring at least minimum entry level skills are indeed quite available. This situation is further aggravated by the amount of resources from Federal, State and local sources applied to vocational training programs. The question that immediately arises, therefore, is: "Why are these youngsters, who supposedly had adequate vocational training available to them during their high school years, unable to take advantage of existing employment opportunities?"

In order to develop a common denominator against which vocation programs at the school districts under study could be tested, Vocational Education was defined as:

(1) Efforts aimed at providing the unskilled with an entry level of skills that will enable them to gainfully enter the job market.

(2) Efforts aimed at upgrading the level of skills of those within the job market.

(3) Efforts directed at re-training the technologically and economically displaced so that they can gainfully re-enter the job stream.

Since the study was solely directed at vocational training programs offered at the secondary level, only item (1) in the definition offered above was considered.

II - SURVEY FINDINGS

Presented in the ensuing paragraphs is a discussion of those contributing factors which appear to hinder the orderly development and progress of Vocational Education within the State. As previously indicated, these findings were determined through in-depth interviews with program administrators and, in most instances, there is no objective statistical data to support them. They are presented here, however, to illustrate existing conditions which are not consistent with the orderly development of the program.

(1) Program administrators appear to disagree philosophically with the basic purpose of Vocational Education. Some feel that the primary goal of this program is to develop proper attitudes and work habits which will accompany students throughout their entire work lives; others feel that Vocational Education should provide supplementary rather than primary skills; then, there are some who feel that Vocational Education should equip the

student with a specific skill so that he can effectively and gainfully enter the job market upon graduation from high school. These attitudes are reflected in the programs offered within the respective school districts, and they are instrumental in generating a level of inconsistency which does not appear to be desirable.

(2) The districts surveyed vary considerably in their approach to the determination of the labor market to be served through their respective programs. Some of the districts feel that their primary responsibility is to provide trained workers for the local job market, whereas other districts, realizing that local needs have already been filled, aim their efforts at State or National job markets. If not properly monitored, and in view of the limited coordination presently being exercised among school districts, this practice could easily lead into a proliferation of similar courses and, ultimately, to a flooding of the labor market with individuals possessing identical skills.

(3) None of the school districts indicated that they had ever conducted, either locally or on a Statewide basis, a formal needs assessment to ascertain the specific requirements of the job market they are trying to serve. Although this is not an overriding consideration in small districts, where the program administrator is immediately and constantly aware of local labor needs, it casts some doubt on the validity of programs offered in medium and large school districts where labor market information is not nearly as readily available. It was interesting to note that most school districts do not avail themselves of the services provided by local Manpower Centers or by the State Department of Labor.

Consistent with the above, it was also apparent that very few school districts have attempted to determine what an employer expects of his prospective employees and tried to integrate these demands into the programs offered. Some districts avail themselves extensively of advisory boards and committees, and are able to ascertain employers' requirements through these bodies. In general, however, the input provided by these committees is limited and is not directly related to curriculum planning.

(4) As in any other process, the value of vocational training can only be determined by its output, namely, Vocational Education graduates. Again, with the exception of the small districts, it is presently impossible to effectively ascertain how many graduates are directly involved in occupations which originated through training received at the high school level. This, undoubtedly, is an extremely difficult task, since students, upon graduation, have a variety of choices available to them, and they may not utilize the training received in high school until several years have elapsed. This very fact practically renders impossible an objective cost-benefit determination of program offerings within and between school districts. It should be noted that, at least in one instance where follow-up procedures were instituted and observed, it was possible to readily determine the ineffectiveness of a particular program, and that program was subsequently discontinued.

(5) Still prevalent among all school districts is the concept that Vocational Education is not among the primary purposes of a secondary educational system. Although statistics at the national level indicate that only 20% of the total high school graduates ultimately complete a college curriculum, counselors and teachers at the local school level still feel that

their primary goal is to emphasize the importance of pursuing an education-oriented career. Integral to this concept is the obvious lack of specialized vocational counseling at the junior and senior high school levels. Some districts have made an effort to low-key the negative connotations attached to Vocational Education by labeling these efforts with more positive terms, such as "New Careers" or "Career Development". Regardless of the terminology used, however, none of the school districts have apparently overcome the fact that in the past Vocational Education was directly associated with the slow learners, and therefore should not be pursued as aggressively as academic education.

(6) One of the problems highlighted during the course of the study, especially in the Southeastern area, is the unwillingness on the part of the local population to emigrate into areas where employment opportunities would be more available. This restricts considerably the scope and extent of program offerings, especially since local economies are not capable of absorbing and supporting continuous output of skilled or semi-skilled laborers. Although this is not a problem that can be directly attributed to Vocational Education, it still contributes to the high rate of unemployment and tends to minimize the value of vocational training in those localities.

(7) With few exceptions, Vocational Education programs at the secondary level do not effectively provide their respective recipients with the minimum entry level skills required in order to gainfully enter the job market. In the words of one of the several administrators interviewed, vocational high school training only enables a graduate to compete more favorably in securing a job at the entry level against someone who has had no training

at all. Opportunities for upward progression in any given skill are extremely limited, even in those areas where community college training is available. By and large, community colleges do not necessarily offer a training continuum, but develop programs which are parallel to those offered at the high school level. The reason for this duplication is that community colleges attempt to provide training for a different segment of the local population. This, however, removes the possibility for further technical training for high school students and limits considerably their opportunities to develop their skills to the point where such skills could truly become viable in a highly competitive environment. During the course of this study, it was often observed that coordination and relationships between local school districts and correspondent community colleges can at best be described as sub-optimal.

(8) An analysis of spending and State support patterns clearly indicates that the existing Foundation Support formula for Vocational Education favors very heavily small school districts with small enrollments and discriminates strongly against medium and large school districts with enrollments in excess of 50 full-time equivalent students. During F.Y. 1970-71, State support for Vocational Education programs to the three small districts surveyed ranged from 85.7% to 106.8% of total program expenditures. During the same period, support provided to medium and large school districts ranged between 46.8% and 53.7%. The Ketchikan School District, for the same year, shows a level of support from State and/or Federal sources in the amount of 79.9% of total expenditures; this high percentage is due to the fact that during that fiscal year Ketchikan received a Title III E.S.E.A. grant in the amount of $90,000

to defray start-up costs for its Sea-Ed program. During the first six months of F.Y. 1971-72, the three small districts surveyed received an average percentage of support of 82.1%, while the medium and large school districts received an average of 43.3%. Statistical and financial tables appendixed to this report underscore in detail the above statement. A test of the instructional unit formula indicates that the break-even point occurs at the third instructional unit level. The progression from the third instructional unit upward is based on increments of 40 full-time equivalent students per instructional unit. This large increment penalizes school districts, since it cannot be stated that within the Vocational Education programs economies of scale can be achieved in light of higher enrollments. A corollary analysis of individual classes indicates that, with few exceptions, class enrollments do not substantiate the configuration of the vocational instructional unit formula, since the average enrollment in most classes is considerably below 40 full-time equivalent students. An additional factor which increases the vocational instruction unit costs in medium and large school districts entails the offering of specialized courses aimed at retaining potential dropouts within the school system. Normally, these efforts, such as the SAVE program in Anchorage, require special facilities and additional staffing without any commensurate financial support provided from State Foundation sources.

It would be erroneous and improper to imply that total Vocational Education efforts in the State of Alaska are providing sub-optimal results. In most instances, Business Office Education programs appear to yield a high rate of employment upon graduation. Graduates from the Aircraft Mechanical program in Fairbanks achieve F.A.A. certification immediately upon graduation.

The Sea-Ed program in Ketchikan has been recognized nationally as one of the outstanding Vocational Education programs. Several other programs in other districts have indicated evidence of definite worth. It would be totally unrealistic, however, to assume that those programs which have met a high level of achievement are the rule rather than the exception.

III - RECOMMENDATIONS

The suggestions offered in this section are submitted in light of the findings described in Section II of this report, and are aimed at relieving some of the pressures which confront Vocational Education efforts on a Statewide basis.

(1) It is strongly suggested that Vocational Education goals and objectives be clearly formulated and articulated at the State and the local school district levels, and that definitive guidelines be developed in order to insure achievement of stated goals and objectives.

(2) In light of the philosophical and procedural inconsistencies described in the previous section of this report, it would appear advisable for the State Division of Vocational Education to undertake a stronger role in the planning, development and follow-up of Vocational Education programs at the individual school district level. The Division has so far maintained a staff role relationship with the school districts within the State. It is apparent that in order to fully develop Vocational Education to a point where it can be truly recognized as viable, a central coordinating force must exercise, especially at the outset, a more extensive degree of leadership than the Division has been able to exercise. It is therefore our recommendation

that the Division be placed in a position of more effectively monitoring Vocational Education efforts throughout the entire State. This authority should extend beyond the secondary level into post-secondary Vocational Education programs at the community college level. Along with this monitoring authority, the Division should also be held responsible for the progress, or lack thereof, of Vocational Education in the State of Alaska.

(3) Coordinated efforts should be made to institute an effective follow-up system on high school graduates in order to objectively determine the benefit derived by each of the students from exposure to vocational training at the high school level. This is an effort that, in the long run, will yield more benefit than any other recommendation that could be made at this time, since it will enable program administrators to effectively determine which of the programs are the most viable and will allow them to concentrate their resources on those programs which yield the highest results.

(4) It is strongly suggested that coordinated efforts relative to program and offering development between school districts and correspondent community colleges be further enhanced in order to provide upward progression in the area of Vocational Education in those localities where such facilities are available.

(5) It is suggested that specialized vocational counseling be emphasized at the junior high and the senior high school levels in order to provide counseling opportunities to the students who choose not to pursue an academic career.

(6) A definite attempt should be made to more closely integrate Voca-

tional and Special Education efforts in order to provide physically handicapped children with the opportunity to develop a viable skill which will enable them to gainfully enter the job stream at a future date.

(7) Serious consideration should be devoted to the re-structuring of the existing Foundation Support formula in order to eliminate or minimize the inherent discrepancies which exist in the present formula. Although it is not our intent to indicate that all or most Vocational Education problems in medium sized and large districts can be solved by making additional resources available to them, it is evident that the existing Foundation Support formula does not allow these districts the equal opportunity which is afforded to the smaller districts.

We would again, at this point, express our appreciation to the members of the State Department of Education and to the individual staff members of the eight school districts we visited during our survey for their cooperation and support during the course of the study.

VOCATIONAL EDUCATION

SUMMARY

	HAINES	HOONAH	PETERSBURG	KODIAK	KETCHIKAN	JUNEAU	ANCHORAGE	FAIRBANKS
FISCAL YEAR 1970-71								
Total Program Expenditures	$51,433	$53,411	$68,270	$229,736	$230,048	$235,286	$680,344	$511,408
State Support to School Districts for Voc. Ed. Programs	44,080	53,659	72,943	123,446	183,998	124,044	318,697	270,076
% of State Support for Voc. Ed. Programs	85.7%	100.5%	106.8%	53.7%	79.9%	52.7%	46.8%	52.8%
FISCAL YEAR 1971-72(1)								
Total Program Expenditures	$37,845	$22,316	$39,864	$101,118		$139,472	$531,797	$245,598
State Support to School Districts for Voc. Ed. Programs.(2)	20,795	19,908	41,501	47,204		60,868	260,725	72,763
% of State Support for Voc. Ed. Programs	54.9%	89.7%	104.1%	46.7%		43.6%	49.0%	29.6%

(1) For determination of actual cut-off dates, please refer to individual analysis pages.

(2) Amounts do not reflect reimbursements to be received by the State Division of Vocational Education for expenditures incurred through Memoranda of Agreement.

VOCATIONAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1970-71

SCHEDULE I

		HAINES	HOONAH	PETERSBURG
(1)	Total number of students at elementary level	312	140	336
(2)	Average number of student contact hours per year	900	900	900
(3)	Total number of student contact hours at the elementary level	280,800	126,000	302,400
(4)	Total number of students at secondary level	125	120	285
(5)	Average number of student contact hours per year	1,080	1,080	1,080
(6)	Total number of student contact hours at the secondary level	135,000	129,600	307,800
(7)	Total number of student contact hours (Item 3 and Item 6)	415,800	255,600	610,200
(8)	Total number of student contact hours in Vocational Education	14,580	17,460	17,524
(9)	Percentage of Vocational Education student contact hours to total student contact hours (Item 8 divided by Item 7)	3.50%	6.83%	2.87%
(10)	Percentage of Vocational Education student contact hours to secondary student contact hours (Line 8 divided by Line 6)	10.8%	13.5%	5.7%

VOCATIONAL EDUCATION

COST ANALYSIS
F.Y. 1970-71

SCHEDULE II

	HAINES	HOONAH	PETERSBURG
DIRECT COSTS			
Director	$ 2,100	$ 2,300	$ 2,556
Teachers	24,831	22,400	42,485
Vocational Education Counselors	5,761		
Employee Benefits	2,615	1,976	3,399
Supplies and Materials	10,028	4,939	1,326
Operating Expenses	2,813		
Equipment		14,801	14,470
SUB-TOTAL	$ 48,148	$ 46,416	$ 64,236
INDIRECT COSTS (1)			
Administration	$ 880	$ 2,796	$ 1,452
Health Services	42	343	73
Operation of Plant	1,704	3,009	1,700
Maintenance of Plant	469	469	601
Fixed Charges (Exclusive of Employee Benefits)	190	378	208
SUB-TOTAL	$ 3,285	$ 6,995	$ 4,034
TOTAL PROGRAM EXPENDITURES:	$ 51,433	$ 53,411	$ 68,270

(1) Costs pro-rated on the basis of the percentage derived in Schedule I, Line 9.

VOCATIONAL EDUCATION

REVENUE ANALYSIS
F.Y. 1970-71

SCHEDULE III

	HAINES	HOONAH	PETERSBURG
REVENUE SOURCES			
Vocational Education Foundation Support(1)	$ 35,491	$ 37,920	$ 53,263
Memorandum of Agreement (Division of Vocational Education)	8,589	14,393	19,680
Special Funds Vocational Education Program 4009-71		1,346	
TOTAL REVENUES	$ 44,080	$ 53,659	$ 72,943
(1) Total number of Vocational Education Instructional units	2	2	3

VOCATIONAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1970-71

SCHEDULE I A

		KODIAK	KETCHIKAN	JUNEAU
(1)	Total number of students at elementary level	1,450	1,408	2,193
(2)	Average number of student contact hours per year	900	900	900
(3)	Total number of student contact hours at the elementary level	1,305,000	1,267,200	1,973,700
(4)	Total number of students at secondary level	960	1,273	1,629
(5)	Average number of student contact hours per year	1,080	1,080	1,080
(6)	Total number of student contact hours at the secondary level	1,036,800	1,374,840	1,759,320
(7)	Total number of student contact hours (Line 3 and Line 6)	2,341,800	2,642,040	3,733,020
(8)	Total number of student contact hours in Vocational Education	105,120	165,060	102,420
(9)	Percentage of Vocational Education student contact hours to total student contact hour load (Line 8 divided by Line 7)	4.48%	6.24%	2.74%
(10)	Percentage of Vocational Education student contact hours to secondary student contact hours (Line 8 divided by Line 6)	10.13%	12.00%	5.8%

VOCATIONAL EDUCATION

COST ANALYSIS
F.Y. 1970-71

SCHEDULE II A

	KODIAK	KETCHIKAN	JUNEAU
DIRECT COSTS			
Director	$ 18,530		-0-
Teaching Staff	156,951	$141,246	$139,150
Counseling Support			17,500
Employee Benefits	14,038	11,300	12,532
Supplies & Materials	3,060	8,206	6,084
Equipment	3,999	24,006	31,604
SUB-TOTAL	$196,578	$184,758	$206,870
INDIRECT COSTS (1)			
Administration	$ 3,902	$ 5,770	$ 4,049
Instruction	11,899	7,466	6,447
Attendance	547		339
Health Services	798	1,933	1,590
Operation of Plant	10,663	19,857	11,510
Maintenance of Plant	4,362	6,918	3,667
Fixed Charges (Exclusive of employee benefits)	987	3,346	814
SUB-TOTAL	$ 33,158	$ 45,290	$ 28,416
TOTAL PROGRAM EXPENDITURES:	$229,736	$230,048	$235,286

(1) Indirect costs pro-rated on the basis of the percentage derived in Schedule I A, Line 9.

VOCATIONAL EDUCATION

REVENUE ANALYSIS
F.Y. 1970-71

SCHEDULE III A

	KODIAK	KETCHIKAN	JUNEAU
REVENUE SOURCES			
Vocational Education Foundation Support(1)	$ 88,718	$ 69,300	$ 86,625
Memorandums of Agreement (Division of Vocational Education)	25,748	14,983	37,419
Special Sources:			
Career Development Guidance	9,000		
Sea Education Grant (Federal Government)		99,715	
TOTAL PROGRAM RECEIPTS	$123,446	$183,998	$124,044
(1) Total number of Vocational Education Instructional Units	5	4	5

VOCATIONAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1970-71

SCHEDULE I B

		ANCHORAGE	FAIRBANKS
(1)	Total number of students at elementary level	16,481	4,414
(2)	Average number of student contact hours per year	900	900
(3)	Total number of student contact hours at the elementary level	14,832,900	3,972,600
(4)	Total number of students at the secondary level	13,448	3,591
(5)	Average number of student contact hours per year	1,080	1,080
(6)	Total number of student contact hours at the secondary level	14,423,840	3,878,280
(7)	Total number of student contact hours (Line 3 and Line 6)	29,256,740	7,850,880
(8)	Total number of student contact hours in Vocational Education	498,060	228,780
(9)	Percentage of Vocational Education S.C.H. to total S.C.H. (Line 8 divided by Line 7)	1.70%	2.91%
(10)	Percentage of Vocational Education S.C.H. to secondary S.C.H. (Line 8 divided by Line 6)	3.45%	5.89%

VOCATIONAL EDUCATION

COST ANALYSIS
F.Y. 1970-71

SCHEDULE II B

	ANCHORAGE	FAIRBANKS
DIRECT COSTS		
Personnel Services	$ 342,812	$ 297,863
Employee Benefits	24,951	23,829
Supplies & Materials	53,739	35,624
New Equipment	115,231	31,331
Equipment Repairs	21,735	1,612
Vocational Carpentry Project		17,788
Facilities rental & maintenance	31,583	
SUB-TOTAL	$ 590,051	$ 408,047
INDIRECT COSTS (1)		
Administration	$ 25,976	$ 10,087
Instruction	3,506	10,681
Auxiliary Services	4,882	1,230
Health Services	5,887	3,441
Plant O & M	46,888	54,725
Fixed Charges	3,154	23,197
SUB-TOTAL	$ 90,293	$ 103,361
TOTAL PROGRAM EXPENDITURES:	$ 680,344	$ 511,408

(1) Indirect costs pro-rated on the basis of the percentage derived in Schedule I B, Line 9.

VOCATIONAL EDUCATION

REVENUE ANALYSIS
F.Y. 1970-71

SCHEDULE III B

	ANCHORAGE	FAIRBANKS
REVENUE SOURCES		
Vocational Education Foundation Support (1)	$ 119,695	$ 145,950
Federal support received through State (Division of Vocational Education)	199,002	79,723
Special Funds		
Federal Sources: Airplane and Pilot Program		28,403
Vocational Guidance Counselor		16,000
TOTAL PROGRAM REVENUES:	$ 318,697	$ 270,076
(1) Total number of Vocational Education Instructional Units	11	8

VOCATIONAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1971-72

SCHEDULE I

		HAINES	HOONAH	PETERSBURG
(1)	Total number of students at elementary level	317	153	315
(2)	Average number of student contact hours per semester	450	450	450
(3)	Total number of student contact hours at the elementary level	142,650	68,850	141,750
(4)	Total number of students at secondary level	114	128	295
(5)	Average number of student contact hours per semester	540	540	540
(6)	Total number of student contact hours at the secondary level	61,560	69,120	159,300
(7)	Total number of student contact hours (Line 3 plus Line 6)	204,210	137,970	301,050
(8)	Total number of student contact hours in Vocational Education	5,220	12,870	18,900
(9)	Percentage of Vocational Education S.C.H. to total S.C.H. (Line 8 divided by Line 7)	2.6%	9.3%	6.3%
(10)	Percentage of Vocational Education S.C.H. to secondary S.C.H. (Line 8 divided by Line 6)	8.5%	18.6%	11.7%

VOCATIONAL EDUCATION

COST ANALYSIS
F.Y. 1971-72

SCHEDULE II

	HAINES (1/31/72)	HOONAH (12/31/71)	PETERSBURG (1/31/72)
DIRECT COSTS			
Director	$ 1,150	$ 1,188	$ 1,712
Teaching Staff	20,082	9,586	21,155
Voc. Ed. Counselor	3,172		
Employee Benefits	1,952	862	1,829
Supplies & Materials	7,822	3,987	1,992
Equipment	869	2,152	7,900
Operating Expenses	1,013		
SUB-TOTAL	$ 36,060	$17,775	$ 34,588
INDIRECT COSTS			
Administration	$ 770	$ 2,094	$ 1,976
Health Services	32	394	16
Plant Operation & Maintenance	983	2,053	3,124
Fixed Charges (Exclusive of Employee Benefits)	-0-	-0-	160
SUB-TOTAL	$ 1,785	$ 4,541	$ 5,276
TOTAL PROGRAM EXPENDITURES:	$ 37,845	$22,316	$ 39,864

VOCATIONAL EDUCATION

REVENUE ANALYSIS
F.Y. 1971-72

SCHEDULE III

	HAINES (1/31/72)	HOONAH (12/31/71)	PETERSBURG (1/31/72)
REVENUE SOURCES			
Voc. Ed. Foundation Support (1)	$ 20,795	$ 19,908	$ 41,501
Memorandums of Agreement	-0-	-0-	-0-
Special Sources	-0-	-0-	-0-
TOTAL RECEIPTS TO DATE	$ 20,795	$ 19,908	$ 41,501
(1) No. of Instructional Units	2	2	4

VOCATIONAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1971-72

SCHEDULE I A

		KODIAK	KETCHIKAN	JUNEAU
(1)	Total number of students at elementary level	1,364		2,235
(2)	Average number of student contact hours per semester	450		450
(3)	Total number of student contact hours at the elementary level	613,800		1,005,750
(4)	Total number of students at secondary level	983		1,825
(5)	Average number of student contact hours per semester	540		540
(6)	Total number of student contact hours at the secondary level	530,820		985,500
(7)	Total number of student contact hours (Line 3 plus Line 6)	1,144,620		1,991,250
(8)	Total number of student contact hours in Vocational Education	45,990		72,810
(9)	Percentage of Focational Education S.C.H. to total S.C.H. (Line 8 divided by Line 7)	4.0%		3.7%
(10)	Percentage of Vocational Education S.C.H. to secondary S.C.H. (Line 8 divided by Line 6)	8.7%		7.4%

VOCATIONAL EDUCATION

COST ANALYSIS
F.Y. 1971-72

SCHEDULE II A

	KODIAK (12/31/71)	KETCHIKAN	JUNEAU (1/31/72)
DIRECT COSTS			
Director	$ 5,192		$ 5,800
Teaching Staff	67,169		80,637
Counseling Support			8,375
Supplies & Materials	6,064		11,123
Equipment	5,178		
Employee Benefits	5,789		7,481
SUB-TOTAL	$ 89,392		$113,416
INDIRECT COSTS			
Administration	$ 1,758		$ 3,436
Instruction	2,081		7,344
Attendance	334		263
Health Services	137		957
Plant O & M	7,075		13,339
Fixed Charges	341		717
SUB-TOTAL	$ 11,726		$ 26,056
TOTAL PROGRAM EXPENDITURES:	$101,118		$139,472

VOCATIONAL EDUCATION

REVENUE ANALYSIS
F.Y. 1971-72

SCHEDULE III A

	KODIAK	KETCHIKAN	JUNEAU (1/31/72)
REVENUE SOURCES			
Voc. Ed. Foundation Support (1)	$ 47,204		$ 60,868
Memorandums of Agreement	-0-		-0-
Special Sources	-0-		-0-
TOTAL RECEIPTS TO DATE	$ 47,204		$ 60,868
(1) No. of Instructional Units	5		6

VOCATIONAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1971-72

SCHEDULE I B

		ANCHORAGE	FAIRBANKS
(1)	Total number of students at elementary level	16,830	4,373
(2)	Average number of student contact hours per semester	450	450
(3)	Total number of student contact hours at the elementary level	7,573,500	9,967,850
(4)	Total number of students at secondary level	14,653	3,675
(5)	Average number of student contact hours per semester	540	540
(6)	Total number of student contact hours at the secondary level	7,912,620	1,984,500
(7)	Total number of student contact hours (Line 3 plus Line 6)	15,486,120	3,952,350
(8)	Total number of student contact hours in Vocational Education	494,190	145,080
(9)	Percentage of Vocational Education S.C.H. to total S.C.H. (Line 8 divided by Line 7)	3.2%	3.7%
(10)	Percentage of Vocational Education S.C.H. to secondary S.C.H. (Line 8 divided by line 6)	6.3%	7.3%

VOCATIONAL EDUCATION

COST ANALYSIS
F.Y. 1971-72

SCHEDULE II B

	ANCHORAGE 12/31/71	FAIRBANKS 12/31/71
DIRECT COSTS		
Personnel Services	$ 287,968	$ 120,851
Employee Benefits	23,037	9,668
Supplies & Materials	44,815	24,357
Contracted Services	28,776	
Equipment	60,548	43,830 (1)
Transportation	5,991	
SUB-TOTAL	$ 451,135	$ 198,706
INDIRECT COSTS (2)		
Administration	$ 32,035	$ 6,039
Instruction	2,704	834
Auxiliary Services	3,731	673
Health Services	1,631	1,135
Plant O & M	28,650	34,117
Fixed Charges (Exclusive of Employee Benefits)	11,911	4,095
SUB-TOTAL	$ 80,662	$ 46,892
TOTAL PROGRAM EXPENDITURES:	$ 531,797	$ 245,598

(1) Computed from amounts shown in Memorandums of Agreement.

(2) Indirect costs pro-rated on the basis or the percentage derived in Schedule I B, Line 9.

VOCATIONAL EDUCATION

REVENUE ANALYSIS
F.Y. 1971-72

SCHEDULE III B

	ANCHORAGE 12/31/71	FAIRBANKS 12/31/71
REVENUE SOURCES		
Voc. Ed. Foundation Support (1)	$260,725	$ 72,763
Memorandums of Agreement	(2)	(2)
Special Sources		
TOTAL RECEIPTS	$260,725	$ 72,763
(1) No. of Instructional Units	30	8

(2) Funds allocated to districts by the Division of Vocational Education are disbursed upon submission of evidence of payments by the districts.

EMPLOYMENT OPPORTUNITIES*

Occupational Categories	Number of Occupations	Peak Employment	Job Vacancies #	Job Vacancies %	Job Replacement #	Job Replacement %	Vacancy Plus Replacement #	Vacancy Plus Replacement %
**Professional and Technical	78	12,858	706	5.5	2,657	20.7	3,363	26.2
Clerical and Sales	34	19,907	799	4.0	7,474	37.5	8,273	41.6
Service Industry	23	7,516	263	3.5	2,699	35.9	2,962	39.4
Skilled and Semi-skilled	97	36,924	1,115	3.0	9,884	26.8	10,099	29.9
TOTALS	232	77,205	2,883	Average (3.7)	22,714	Average (29.4)	25,597	Average (33.2)

(Percentages are of peak employment relationship)

* Compiled from ALASKA MANPOWER OUTLOOK - 1970's DATA BASE AND PROJECTIONS. (Document No. 4 - Available through the Division of Vocational and Adult Education, Department of Education, or the Planning and Research Section, Department of Labor.)

** Teachers excluded.

Special Education

Program Review

MARTINI & ASSOCIATES, LTD.
MANAGEMENT CONSULTANTS

SPECIAL EDUCATION

Program Review

GENERAL STATEMENT

It is apparent from this study that there is a wide discrepancy of services provided exceptional children within the State. Geographical isolation, peculiar makeup of student populations, lack of trained teaching staff and lack of ancillary supportive services are contributing factors to these discrepancies.

The Department of Education GUIDELINES FOR PROGRAMS OF SPECIAL EDUCATION (1972), recognizing the trend in the field of educating exceptional children and youth, provides for the establishment of multi-phased programs of special education rather than the traditional segregated categorically defined "special education classroom." The multi-phase program is well illustrated by the "Cascade System of Special Education Service," (Exhibit A) developed by Evelyn Deno, Director, Psycho-Educational Center, University of Minnesota. The system is designed to make available whatever different kind of setting is required to control the learning variables deemed critical for the individual case.

The implementation of such a system is outlined in the State Guidelines (Section IV - Program Placement Alternatives). It is recognized that the implementation of such a system requires a well trained staff capable of providing a psycho-educational diagnostic service which can be translated into an educational prescription for an individual child. The staffing of

such a system would be beyond the fiscal capabilities of those districts with a small Special Education population. A suggested model of service is outlined in the "Center For Learner Assistance", Department of Education Planning Committee, 2/3/71. Modifications to the plan may be made to fit the geographic location, related existing facilities and services and the projected population to be served (categories of identified handicaps).

The Center For Learner Assistance could be centrally located within the service area with services provided at the Center, or services provided through an itinerant team. Services would include any or all of the following:

1. Learning and behavior assessment
2. Experimental instruction
3. Educational prescription
4. Medical evaluation (Center staff or existing health services)
5. Teacher/parent counseling and guidance
6. Teacher/administrator training

Materials for experimental or prescriptive instruction could be provided through any of three existing Associate Special Education Instructional Material Centers.

The system is flexible and adaptable enough to reduce essential Special Education enrollment while still retaining opportunity for those requiring Special Education service. It can meet the objective of community based facilities which will keep children as closely as possible within their normal routine setting.

The need for services described above is illustrated quite aptly by comments expressed by personnel of the Hoonah School District.

1. More visitations by State personnel to review programs and operations and to provide new ideas in service delivery systems. (Note: State Department function should be to monitor programs funded by the State rather than develop and initiate programs.

2. Staff limitations preclude specialized care of children with specific problems.

3. Facilities also lacking for training of exceptional children.

4. Organize semi-annual training sessions to update skills of special education teachers which should be addressed specifically to small districts' personnel.

A Center for Learner Assistance would have the capability of resolving all of the above concerns.

Instructional strategies for the exceptional child should be formulated through assessments of the learning, medical, intellectual, and emotional factors involved. Specifically, development in sensory, perceptual, motoric, linguistic, cognitive, social and emotional areas need to be known. Performance emphasizing rate, style, extent and quality is of major concern. None of the small districts surveyed gave indication of the capability of providing such services. For those children capable of functioning at Level II and III (Exhibit A) support services provided by staff members capable of translating the assessment into instructional strategies are necessary to assure optimal development of student potential. The socio-economic and cultural characteristics of these districts are very similar and it is suggested that they could benefit from entering into a contractual service

agreement with an outside agency to develop and provide a complete range of service.

In the larger districts surveyed there appears to be a fairly consistent ratio of staff to pupils receiving service. It should be pointed out that as the special education population increases there is a corresponding increase in the number of severely handicapped students. Larger programs are capable of providing a wide range of services to exceptional children and attract families with children who require services at Levels IV, V, and VI (Exhibit A). Families who have severely handicapped children tend to seek employment and reside in areas which can provide an educational opportunity for their children. In addition, intra-state transfers of severely handicapped students place additional demands upon the districts. At the present time the Anchorage District provides service for 106 out of district students, approximately 1/6 of the special education population. The severely handicapped require more special services than those who operate at Levels I, II, and III, lower pupil teacher ratios, teacher aides, psychological services, health services, and special equipment for maintenance and instruction.

Both Fairbanks and Anchorage, having provided services for a longer period of time, tend to provide that service in the traditions manner, i.e., self contained classes by categorical definition of handicapping condition. Greater emphasis needs to be placed in identifying those children who might better profit from services provided by part time or full time integration with supportive service provided by resource specialists in terms of materials and instructional strategies.

The larger districts should be capable of developing within their programs a service model similar to the one described for smaller districts, i.e., Center for Learner Assistance scaled to local needs. A graphic description of those services and staff requirements are illustrated in Exhibit B. Such services would provide and allow for: (a) the wide range of developmental, motivational and performance differences which exist in every classroom; (b) would be compatible with the fostering of each youngster's desire to learn and perform; and (c) detect current and potential problem students and be able to correct, compensate for, and/or tolerate such deviant youngsters.

If such services are to be provided, alternative funding methods must be investigated. As indicated in the fiscal analysis of this report, the support level for the larger districts from the State Foundation program is substantially lower than that provided for smaller districts. In the medium sized districts recent additions of psychological personnel through staffing or contractual arrangement has made it possible to identify children who qualify for special services. Programs for exceptional children are now in a formative stage. Although services are not generally commensurate with the level of funding there is evidence of program planning which should result in improved services.

Services within the self contained classrooms appear to be adequate; however, a greater emphasis needs to be instituted to provide ancillary supportive services to exceptional children attending classes in integrated classrooms. This will require careful selection and distribution of staff to assure that required services are delivered to all identified exceptional

children. Specialists will be required to do educational diagnosis, develop teaching prescriptions, and provide necessary materials to implement an adaptive individualized program.

The State Department of Education should take a more aggressive role in the monitoring of special education programs, through the Division of Instructional Services, Special Education Section. Only recently has the Department provided any leadership in the development of standards and guidelines to implement legislative enactments which provide for special education. These efforts should be continued and additional staff members added to carry out these functions.

SPECIAL EDUCATION

PROGRAM SUMMARY

	HAINES	HOONAH	PETERSBURG	KODIAK	KETCHIKAN	JUNEAU	ANCHORAGE	FAIRBANKS
FISCAL YEAR 1970-71								
Total program expenditures	$ 48,058	$ 54,116	$ 31,314	$130,511	$361,054	$255,051	$1,720,458	$504,727
State Foundation support	46,547	59,723	35,508	141,781	277,200	190,575	1,143,450	328,388
Percentage of State Support to Local Spec. Ed. programs	96.8%	110.4%	113.4%	108.6%	76.8%	74.7%	66.5%	65.1%
FISCAL YEAR 1971-72								
Total program expenditures	$ 24,110	$ 20,818	$ 39,721	$ 90,969	$140,121	$180,392	$707,206	$237,472
State Foundation support	17,440	29,862	41,501	162,052	138,600	101,447	590,976	181,908
Percentage of State support to Local Spec. Ed. programs	72.3%	143.4%	104.5%	178.1%	98.9%	56.2%	83.6%	76.6%

SPECIAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1970-71

SCHEDULE I

		HAINES	HOONAH	PETERSBURG
(1)	Total number of student contact hours (Per Schedule I, Voc. Ed. 1970-71)	415,800	255,600	610,200
(2)	Total number of student contact hours in Special Education	11,700	20,520	10,800
(3)	Percentage of Spec. Ed. S.C.H. to total S.C.H. (Line 2 divided by Line 1)	2.81%	8.02%	1.76%
(4)	Number of allowable Spec. Ed. instructional units	2	3	2

SPECIAL EDUCATION

COST ANALYSIS
F.Y. 1970-71

SCHEDULE II

	HAINES	HOONAH	PETERSBURG
DIRECT COSTS			
Staff Salaries	$ 29,255	$ 17,900	$ 15,500
Employee Benefits	2,340	1,432	1,240
Supplies & Materials	1,514	740	820
Equipment	820	92	579
SUB-TOTAL	$ 33,929	$ 20,164	$ 18,139
INDIRECT COSTS			
Administration	$ 707	$ 3,283	$ 911
Instruction	11,492	25,738	10,525
HealthServices	34	403	66
Plant Operation & Maintenance	1,744	4,084	1,457
Fixed Charges (Exclusive of employee benefits)	152	444	216
SUB-TOTAL	$ 14,129	$ 33,952	$ 13,175
TOTAL PROGRAM EXPENDITURES:	$ 48,058	$ 54,116	$ 31,314

SPECIAL EDUCATION

REVENUE ANALYSIS
F.Y. 1970-71

SCHEDULE III

	HAINES	HOONAH	PETERSBURG
REVENUE SOURCES			
Special Education Foundation Support:			
(2 instructional units at 92.1850%)	$ 35,491		
(3 instructional units at 98.4944%)		$ 59,723	
(2 instructional units at 92.2303%)			$ 35,508
Special Education Grant - Title I	2,600		
Tuitions	8,456		
TOTAL PROGRAM RECEIPTS:	$ 46,547	$ 59,723	$ 35,508

SPECIAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1970-71

SCHEDULE I A

		KODIAK	KETCHIKAN	JUNEAU
(1)	Total number of student contact hours (Per Schedule I A, Voc. Ed. 1970-71)	2,341,800	2,642,040	3,733,020
(2)	Total number of student contact hours in Special Education	43,560	94,050	159,120
(3)	Percentage of Spec. Ed. S.C.H. to total S.C.H. (Line 2 divided by Line 1)	1.86%	3.55%	4.45%
(4)	Number of allowable Spec. Ed. instructional units	5	16	11

SPECIAL EDUCATION

COST ANALYSIS
F.Y. 1970-71

SCHEDULE II A

	KODIAK	KETCHIKAN	JUNEAU
DIRECT COSTS			
Staff Salaries	$ 72,934	$170,190	$143,907
Employee Benefits	5,835	13,615	11,513
Supplies & Materials	2,457	8,607	3,885
Equipment	1,544		3,699
Operating Expenses		15,000	5,882
SUB-TOTAL	$ 82,770	$207,412	$168,886
INDIRECT COSTS			
Administration	$ 1,655	$ 5,566	$ 3,709
Instruction	38,606	124,420	66,013
Attendance	232	220	311
Health Services	338	1,645	1,482
Plant Operations & Maintenance	6,492	21,054	13,904
Fixed Charges (Exclusive of employee benefits)	418	737	746
SUB-TOTAL	$ 47,741	$153,642	$ 86,165
TOTAL PROGRAM EXPENDITURES:	$130,511	$361,054	$255,051

SPECIAL EDUCATION

REVENUE ANALYSIS
F.Y. 1970-71

SCHEDULE III A

	KODIAK	KETCHIKAN	JUNEAU
REVENUE SOURCES			
Special Education Foundation Support:			
(6 instructional units at 92.1742%)	$118,781		
(16 instructional units at 90.00%)		$277,200	
(11 instructional units at 90.00%)			$190,575
Special Education Grant - Title III	23,000		
TOTAL PROGRAM RECEIPTS:	$141,781	$277,200	$190,575

SPECIAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1970-71

SCHEDULE I B

		ANCHORAGE	FAIRBANKS
(1)	Total number of student contact hours (Per Schedule I B Voc. Ed., 1970-71)	29,256,740	7,850,880
(2)	Total number of student contact hours in Special Education	584,100	166,260
(3)	Percentage of Spec. Ed. S.C.H. to total S.C.H. (Line 2 divided by Line 1)	2.0%	2.1%
(4)	Number of allowable Spec. Ed. instructional units	66	18

SPECIAL EDUCATION

COST ANALYSIS
F.Y. 1970-71

SCHEDULE II B

	ANCHORAGE	FAIRBANKS
DIRECT COSTS		
Staff salaries	$1,002,177	$ 283,728
Employee benefits	57,044	22,698
Supplies & Materials	53,602	5,738
Equipment	22,434	789
Operating Expenses	30,883	
SUB-TOTAL	$1,166,140	$ 312,953
INDIRECT COSTS		
Administration	$ 31,097	$ 7,280
Instruction	476,637	139,935
Plant Operation & Maintenance	30,593	39,492
Auxiliary Services	3,708	888
Fixed Charges (Exclusive of employee benefits)	12,283	4,179
SUB-TOTAL	$ 554,318	$ 191,774
TOTAL PROGRAM EXPENDITURES:	$1,720,458	$ 504,727

SPECIAL EDUCATION

REVENUE ANALYSIS
F.Y. 1970-71

SCHEDULE III B

	ANCHORAGE	FAIRBANKS
REVENUE SOURCES		
Special Education Foundation Support:		
(66 instructional units at 90.00%)	$1,143,450	
(18 instructional units at 90.2623%)		$ 328,388
TOTAL PROGRAM RECEIPTS:	$1,143,450	$ 328,388

SPECIAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1971-72

SCHEDULE I

		HAINES	HOONAH	PETERSBURG
(1)	Total number of student contact hours	204,210	137,970	301,050
(2)	Total number of student contact hours in Special Education	6,300	10,800	12,150
(3)	Percentage of Spec. Ed. S.C.H. to total S.C.H. (Line 2 divided by Line 1)	3.1%	7.8%	4.0%
(4)	Number of allowable Spec. Ed. instructional units	2	3	4

SPECIAL EDUCATION

COST ANALYSIS
F.Y. 1971-72

SCHEDULE II

	HAINES 12/31/71	HOONAH 12/31/71	PETERSBURG 1/31/72
DIRECT COSTS			
Staff Salaries	$ 13,824	$ 4,511	$ 21,155
Employee Benefits	1,106	361	1,692
Supplies & Materials	238	852	1,029
Equipment		290	478
Operating Expenses			
SUB-TOTAL	$ 15,168	$ 6,014	$ 24,354
INDIRECT COSTS			
Administration	$ 752	$ 1,756	$ 1,255
Instruction	7,026	10,995	12,017
Attendance			
Health Services	116	331	10
Plant Operation & Maintenance	698	1,722	1,983
Fixed Charges (Exclusive of Employee Benefits)	350		102
SUB-TOTAL	$ 8,942	$ 14,804	$ 15,367
TOTAL PROGRAM EXPENDITURES:	$ 24,110	$ 20,818	$ 39,721

SPECIAL EDUCATION

REVENUE ANALYSIS
F.Y. 1971-72

SCHEDULE III

	HAINES 12/31/71	HOONAH 12/31/71	PETERSBURG 1/31/72
REVENUE SOURCES			
Special Education Foundation Support:			
(2 instructional units at 92.5955%)	$ 17,440		
(3 instructional units at 98.4953%)		$ 29,862	
(4 instructional units at 92.3953%)			$ 41,501
TOTAL PROGRAM RECEIPTS:	$ 17,440	$ 29,862	$ 41,501

SPECIAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1971-72

SCHEDULE I A

		KODIAK	KETCHIKAN	JUNEAU
(1)	Total number of student contact hours	1,144,620	1,317,420	1,991,250
(2)	Total number of student contact hours in Special Education	52,110	42,660	113,490
(3)	Percentage of Spec. Ed. S.C.H. to total S.C.H. (Line 2 divided by Line 1)	4.6%	3.2%	5.7%
(4)	Number of allowable Spec. Ed. instructional units	17	16	10

SPECIAL EDUCATION

COST ANALYSIS
F.Y. 1971-72

SCHEDULE II A

	KODIAK 12/31/71	KETCHIKAN 12/31/71	JUNEAU 1/31/72
DIRECT COSTS			
Staff Salaries	$ 37,280	$ 76,950	$ 73,407
Employee Benefits	2,982	6,156	5,873
Supplies & Materials	389	5,943	4,860
Equipment	2,512	1,098	124
Operating Expenses	1,092	15,000	
SUB-TOTAL	$ 44,255	$105,147	$ 84,264
INDIRECT COSTS			
Administration	$ 2,022	$ 1,850	$ 5,294
Instruction	36,054	25,318	68,405
Attendance	384	427	406
Health Services	738		1,474
Plant Operation & Maintenance	7,124	7,311	20,549
Fixed Charges (Exclusive of employee benefits)	392	68	
SUB-TOTAL	$ 46,714	$ 34,974	$ 96,128
TOTAL PROGRAM EXPENDITURES:	$ 90,969	$140,121	$180,392

SPECIAL EDUCATION

REVENUE ANALYSIS
F.Y. 1971-72

SCHEDULE III A

	KODIAK 12/31/71	KETCHIKAN 12/31/71	JUNEAU 1/31/72
REVENUE SOURCES			
Special Education Foundation Support:			
(17 instructional units at 93.4170%)	$160,492		
(16 instructional units at 90.00%)		$138,600	
(10 instructional units at 90.3422%)			$101,447
Special Education Grant - Title III	1,560		
TOTAL PROGRAM RECEIPTS	$162,052	$138,600	$101,447

SPECIAL EDUCATION

ENROLLMENT ANALYSIS
F.Y. 1971-72

SCHEDULE I B

		ANCHORAGE	FAIRBANKS
(1)	Total number of student contact hours	15,486,120	3,952,360
(2)	Total number of student contact hours in Special Education	296,550	94,590
(3)	Percentage of Spec. Ed. S.C.H. to total S.C.H. (Line 2 divided by Line 1)	1.9%	2.4%
(4)	Number of allowable Spec. Ed. instructional units	68	20

SPECIAL EDUCATION

COST ANALYSIS
F.Y. 1971-72

SCHEDULE II B

	ANCHORAGE 12/31/71	FAIRBANKS 12/31/71
DIRECT COSTS:		
Staff Salaries	$384,301	$129,998
Employee Benefits	25,990	10,400
Supplies & Materials	26,960	3,185
Equipment	47	
Operating Expenses	13,087	
SUB-TOTAL	$450,385	$143,583
INDIRECT COSTS:		
Administration	$ 14,442	$ 3,917
Instruction	209,279	62,505
Health Services	9,682	735
Auxiliary Services	2,215	436
Plant Operation & Maintenance	14,131	22,130
Fixed Charges (Exclusive of employee benefits)	7,072	4,166
SUB-TOTAL	$256,821	$ 93,889
TOTAL PROGRAM EXPENDITURES:	$707,206	$237,472

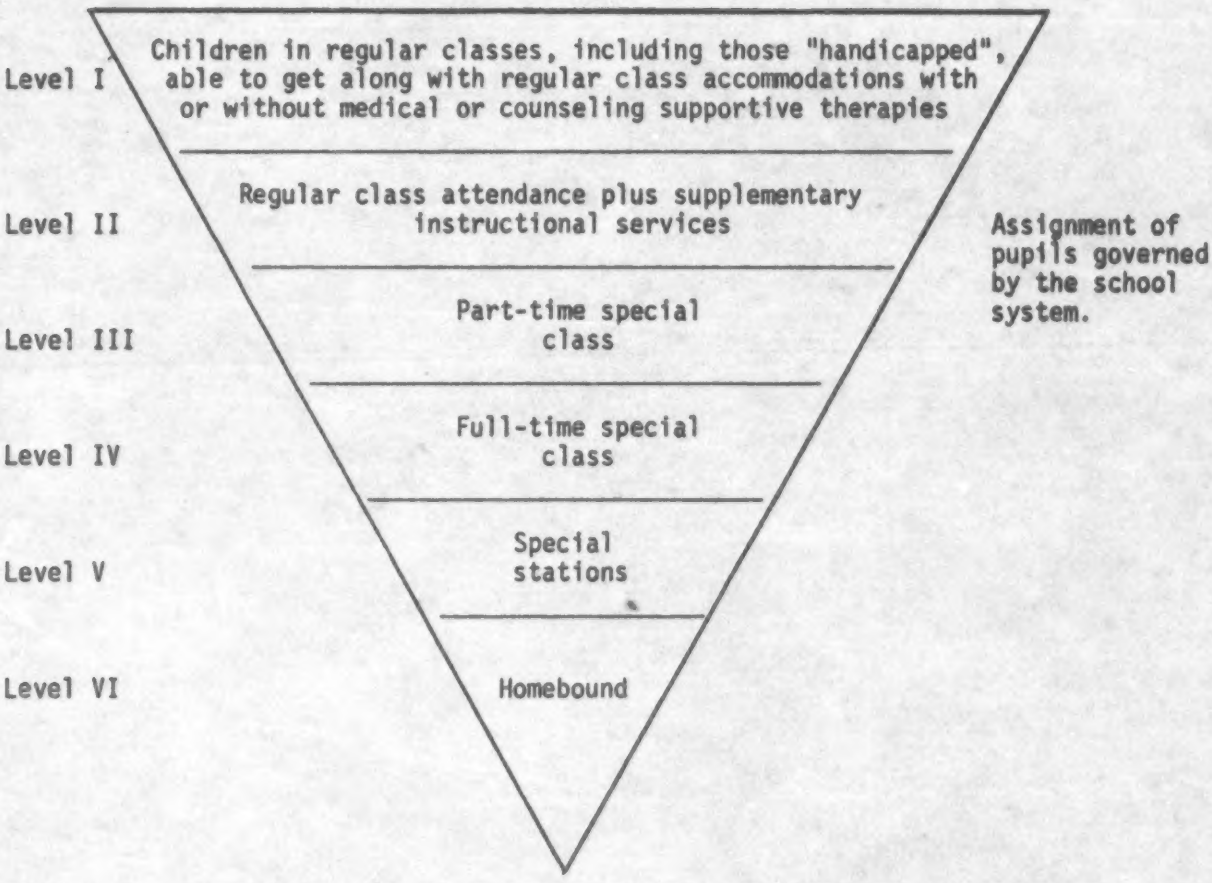
SPECIAL EDUCATION

REVENUE ANALYSIS
F.Y. 1971-72

SCHEDULE III B

	ANCHORAGE 12/31/71	FAIRBANKS 12/31/71
REVENUE SOURCES:		
Special Education Foundation Support:		
(68 instructional units at 90.2943%)	$590,976	
(20 instructional units at 90.00%)		$181,908
TOTAL PROGRAM RECEIPTS:	$590,976	$181,908

EXHIBIT A


Level I
Children in regular classes, including those "handicapped", able to get along with regular class accommodations with or without medical or counseling supportive therapies
Level II
Regular class attendance plus supplementary instructional services
Level III
Part-time special class
Level IV
Full-time special class
Level V
Special stations
Level VI
Homebound
Assignment of pupils governed by the school system.

The cascade system of special education service. The tapered design indicates the considerable difference in numbers involved at the different levels and calls attention to the fact that the system serves as a diagnotic filter. The most specialized facilities are likely to be needed by the fewest children on a long term basis. This organizational model can be applied to development of special education services for all types of disability.

EXHIBIT B

Individual and Overlapping Areas

of Services